

The Role and Goals of Grammar Teaching

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Abstract: This article deals with the role and purpose in teaching grammar, discusses in detail the grammar-translation method, provides the opinion of well-known grammarians.

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Grammar is the object of constant disputes in the methodology. There are different approaches to solving the question of the role and place of grammar in the study of foreign languages.

With the grammar-translation method, grammar was the starting point and the goal of learning. "Free art" - "grammatica" (lat.) – was considered one of the components of any education and aimed to teach proficiency in a foreign language, to provide information on philology, including when reading a text, to exercise mental gymnastics. Teaching of any language was carried out through grammar, as a rule, built on the model and likeness of Latin. Grammar was studied as a special subject and an end in itself.

Currently, there is a more objective approach to assessing the meaning and places of grammar in teaching foreign languages: now it is not a goal, but one of the important means of teaching foreign languages. Nevertheless, students most of all do not like to study grammar in foreign language lessons.

How should grammar be taught at school? German linguist G. Helbig names three types of grammar A, B, C [5,150-155].

Example 1. Die Deutsche grammtik kommt mir komplizierter vor, als die Englische. – German grammar seems to me more difficult than English. – This is an example of grammar A. Here we mean a system of language rules that exists in the language practice of its speakers, regardless of its description in linguistics.

Example 2. Ich habe mir die neue Duden – Grammatik gekauft. – I bought myself a new Duden grammar. – This is grammar B, in which a linguistic description of the system of rules of a particular language is given. At the same time, we mean models of language construction, many of which are presented in school textbooks. G. Helbing divides this grammar into B1 – linguistic, and B2 – didactic grammar.

Example 3. Seine Intonation ist gut, aber seine Grammatik ist fehlerhaft. – He has a good intonation, but he makes a lot of grammatical mistakes. – This is grammar With, - "Grammatik im Kopf" - Grammar in the head. Let's imagine what has been said schematically.

As we can see, grammar B2 (didactic) should be studied at school, which, thanks to the methods and methods of teaching used, can and should become grammar S. A. A. Leontiev calls this grammar active, describing the functioning of linguistic means in speech grouped by meaning. We are talking about universal meaningful categories, typical meanings that are embedded in the consciousness of every speaker, regardless of what language he is a native speaker of. A person talking about a phenomenon, fact, reality, there is a need to ask about the cause, place, conditions or goals of the action, etc. To express these meanings in each language there is a certain set of linguistic means and rules. Objectively, there is such a situation that a person always speaks according to the rules, i.e. in accordance with certain laws of language that are objectified in the

rules. Speakers are not always aware of these rules: literate and illiterate alike speak according to the rules, although with different degrees of literacy. Is it possible to accurately convey a thought using a set of lexical units? No, you can't! Lexical units only name an object or phenomenon. The relations between them are reflected in grammatical meanings (L. V. Shcherba: "Vocabulary is a fool, grammar is a good fellow"). Grammar organizes vocabulary. Grammatically, the relations between S and P, the defined and defining action and object, temporal, spatial, causal relationships of phenomena, the speaker's relationship to the expressed thought and to the interlocutor are expressed. With the help of grammatical structures, it becomes possible to convey the finest nuances of thought [3, 123-126].

As you can see, grammar performs the function of the building material of speech (oral and written). It permeates the entire language. This is the skeleton on which all words, speech utterances, texts are held. Grammar is the circulatory system that feeds a living language; the foundation on which a building called a "Foreign Language" is being built. Grammar can be compared with traffic signs, with a geographical map, with a city development plan. Grammar helps us to communicate in a language, to live in that language, to create.

The importance of studying the grammar of foreign languages also lies in the fact that it helps us to better understand the grammatical structure of our native language, develops logical thinking, observation, the ability to analyze and generalize, i.e. in the process of studying it, developing educational and educational learning goals are realized.

In high school, learning grammar is not an end in itself. Teaching grammar of a particular language aims to teach the student to speak correctly and understand the text being read. This means that the task is not to master the grammatical system of a foreign language, all its forms and constructions, but to develop the skills and abilities of grammatically correct speech (within the framework of the school curriculum).

In addition to its great practical significance, grammar teaching also has educational significance. The student catches the difference between the means of expression in his native and in the studied languages, which expands his linguistic horizons. In addition, it has long been noticed that grammar develops logical thinking, and most importantly – develops the skills of correct speech based on self-observation and self-control.

At school, students are given grammatical material in the minimum amount (grammatical minimum) necessary for the development of skills and abilities of speech activity, which is reflected in the program. Special attention is paid to the ability to choose and use the material in oral and written speech. The selected grammatical material should be sufficient to ensure the practical purpose of learning a foreign language at school, provided for by the program [4].

As you know, the program requires the creation of skills to express your thoughts and understand the thoughts of others orally and in writing, but within certain limits. In the methodological literature, a fair idea was expressed that the basics of language proficiency should be laid in secondary school, which will allow further "finishing" after graduation, depending on the choice of profession [2, 79,80]. An overestimated minimum of grammatical material would lead to negative results, given the limited number of hours allocated to a foreign language. The question arises about the rational selection of this material. The principles of selecting the grammatical minimum for secondary school were developed by Soviet scientists [3, 128]. As a result, the following categories of selection were developed:

- a) the frequent occurrence of grammatical phenomena in oral speech and in school texts;
- b) the possibility of the form and design to serve as a model for other forms and designs;
- c) the possibility of forms and structures to be combined with other forms and structures;
- d) Finally, the grammatical minimum will include phenomena typical of this language.

The content of teaching grammatical material includes the following [1, 115-116]:

1. Mastering grammatical forms, parts of speech, their semantics and functions (within the school curriculum).
2. Knowledge of the rules for the use of these forms, depending on the communication situation and context.
3. Development of skills and abilities in the use of the grammatical material of the program in oral and written statements, in particular the development of the following skills:
 - a) selection of the structure of a typical sentence adequate to the speaker's intention and relevant to the situation;
 - b) registration by the speaker of the selected words to fill in a standard sentence according to the norms of the language being studied;
 - c) The choice of service forms and the correct combination of them with significant words.

Grammar teaching in secondary school is based on the following provisions [1, 116]:

1. Observing the connection between theory and practice.
2. Consideration of the grammatical material of the program as an indicative basis for speech activity.
3. Different approach to teaching grammatical material intended for oral speech and reading.
4. The communicative orientation of the exercises.

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